



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

616 N Mountain, Mesa, AZ 85207

Mesa Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Performing
2002-03 Performing
2001-02 Maintaining

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Cristi B. Denler
Schedule : 7:00 AM to 3:30 PM
Grades : Pre-K-6
2004 Enrollment : 724
Web Address : www.mpsaz.org/sousa
Phone Number : (480) 472-8900
Fax Number : (480) 472-8888
E-mail : cbdenler@mpsaz.org

Mission

Sousa Elementary School strives to teach basic skills and develop problem solving through higher-level learning experiences which meet all pupils' needs. We provide a safe and nurturing environment for educators, pupils and parents.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Students will acquire skills which meet the Arizona State Standards in reading, writing, and mathematics.
- ü Students learn and practice life skills that will enhance their ability to function successfully in today's world.

Enrollment

October 1, 2003 School Year Student Enrollment : 702
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 79

Instructional Programs

- Ü On-site Special Education
- Ü Special Education Preschool
- Ü Occupational Therapy/Physical Therapy
- Ü Band and Orchestra
- Ü Primary and Intermediate Autistic Units

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/12/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

Our school's main responsibility is to provide each child with a safe, healthy and positive learning environment. Families are provided with handbooks, policies and procedures and information to assist with a successful school experience.

Parents

Parents are expected to assist in providing a learning environment within the home and assuring that students arrive on time, dressed properly and ready to learn. They are expected to support school policies on behavior and classroom learning and invited to visit our campus and assist in classrooms.

Transportation Policy

Busing is provided for students living more than one mile from their assigned school. Busing is not provided for open enrollment students. Specialized transportation for special education students is addressed in the IEP.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	5651	75509	99	98	100	530	532	521	8	9	13	23	19	23	39	33	33	30	39	31
All Students (Prior Year)	99	5599	75372	99	98	100	540	536	523	1	5	9	15	18	25	47	38	36	37	39	30
Female	48	2784	37013	100	98	100	519	534	522	11	9	12	33	19	24	33	34	33	24	39	31
Male	60	2859	38430	98	98	99	540	531	521	6	10	14	14	19	22	45	32	33	35	38	31
African American	NC	218	3660	NC	98	99	NC	509	496	NC	17	24	NC	26	31	NC	32	28	NC	25	18
Hispanic	22	1862	30486	100	99	99	515	515	505	14	13	18	24	25	29	43	35	32	19	27	21
Asian/Pacific Islander	NC	132	1780	NC	100	98	NC	534	549	NC	10	5	NC	13	13	NC	39	33	NC	38	50
American Indian/Alaskan Native	NC	212	4075	NC	98	100	NC	504	486	NC	19	28	NC	28	34	NC	31	26	NC	23	12
White	80	3216	35192	99	98	99	535	544	534	7	6	8	22	15	19	38	32	35	33	46	39
Students with Disabilities	19	599	9708	100	100	100	529	484	489	13	35	32	25	28	27	25	21	24	38	15	17
Students without Disabilities	89	5052	65801	96	98	98	530	537	525	8	7	11	22	18	23	40	34	34	29	41	33
Limited English Proficient Students	NC	1053	16928	NC	100	100	NC	506	485	NC	17	29	NC	27	33	NC	33	26	NC	22	12
Migrant Students	--	37	750				--	522	499	--	3	21	--	20	29	--	40	30	--	37	20
Economically Disadvantaged	43	2909	36411				507	514	503	13	14	19	28	24	29	48	34	32	13	27	20
Non-Economically Disadvantaged	65	2742	39040				546	550	534	5	5	8	19	14	19	33	32	34	42	50	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	5641	75492	100	98	100	521	522	519	4	11	12	19	14	16	54	48	47	22	27	24
All Students (Prior Year)	98	5584	75221	98	98	100	533	528	523	0	5	8	10	12	16	64	59	56	26	23	21
Female	48	2785	37014	100	98	100	514	526	523	4	9	10	24	13	15	57	49	48	15	29	27
Male	61	2850	38400	100	98	99	527	518	516	4	13	14	15	16	17	52	48	47	29	24	21
African American	NC	218	3665	NC	98	99	NC	509	505	NC	14	20	NC	22	22	NC	53	43	NC	11	14
Hispanic	23	1851	30438	100	98	99	511	509	508	9	17	17	14	20	21	73	49	47	5	14	15
Asian/Pacific Islander	NC	134	1773	NC	100	98	NC	528	534	NC	6	4	NC	11	10	NC	55	50	NC	28	36
American Indian/Alaskan Native	NC	212	4081	NC	98	100	NC	505	498	NC	20	25	NC	22	26	NC	45	40	NC	13	8
White	80	3215	35177	99	98	99	523	530	528	3	7	8	22	11	13	47	48	49	28	34	31
Students with Disabilities	19	589	9707	100	98	100	518	487	495	13	43	33	13	18	21	50	30	33	25	9	13
Students without Disabilities	90	5052	65785	97	98	98	521	525	522	3	7	10	20	14	16	54	50	49	22	28	26
Limited English Proficient Students	NC	1047	16905	NC	100	100	NC	499	489	NC	25	34	NC	24	28	NC	40	32	NC	11	6
Migrant Students	--	37	763				--	506	499	--	17	21	--	23	30	--	50	40	--	10	8
Economically Disadvantaged	43	2904	36302				512	510	507	8	16	18	23	19	21	60	49	46	10	15	14
Non-Economically Disadvantaged	66	2737	39164				527	534	528	2	5	8	17	10	13	50	48	48	31	37	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	5611	75053	99	98	99	564	578	597	6	10	7	22	14	12	71	68	72	1	7	9
All Students (Prior Year)	99	5503	73654	99	97	99	540	530	530	1	7	9	5	12	13	91	77	70	2	5	7
Female	48	2774	36872	100	98	99	572	604	621	0	6	5	22	11	9	76	73	74	2	10	12
Male	60	2831	38109	98	97	99	557	552	573	12	14	10	22	17	14	67	64	69	0	4	6
African American	NC	216	3636	NC	97	99	NC	545	568	NC	15	12	NC	18	16	NC	62	67	NC	4	6
Hispanic	22	1847	30235	100	98	98	538	541	575	10	14	9	24	17	14	67	66	70	0	2	6
Asian/Pacific Islander	NC	134	1768	NC	100	98	NC	605	651	NC	8	3	NC	11	5	NC	69	72	NC	12	19
American Indian/Alaskan Native	NC	210	4044	NC	97	99	NC	548	550	NC	15	13	NC	16	17	NC	65	66	NC	3	4
White	80	3193	35028	99	97	99	572	599	613	4	8	6	22	12	10	72	70	73	1	10	11
Students with Disabilities	19	588	9625	100	98	100	567	489	530	0	33	21	25	23	21	75	42	55	0	2	4
Students without Disabilities	89	5023	65428	96	98	98	564	587	604	7	8	6	21	13	11	71	71	73	1	8	10
Limited English Proficient Students	NC	1044	16765	NC	100	100	NC	524	525	NC	16	17	NC	20	20	NC	63	60	NC	1	2
Migrant Students	--	36	752				--	560	562	--	7	9	--	14	18	--	76	68	--	3	5
Economically Disadvantaged	43	2890	36077				540	542	566	10	14	10	23	17	16	68	65	69	0	3	5
Non-Economically Disadvantaged	65	2721	38950				581	613	618	4	6	5	21	11	9	74	71	73	2	12	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	5809	76019	100	99	100	524	514	499	3	9	14	32	34	39	12	13	14	53	44	33
All Students (Prior Year)	92	5726	76230	100	98	100	529	517	498	6	6	12	25	31	38	10	13	12	59	50	37
Female	54	2821	37207	100	99	100	518	514	499	4	8	12	42	35	41	9	13	14	45	44	33
Male	46	2979	38677	100	99	100	532	515	498	3	11	15	20	32	38	15	13	13	63	45	34
African American	NC	224	3817	NC	98	100	NC	489	475	NC	14	23	NC	49	47	NC	9	11	NC	28	18
Hispanic	20	1790	29458	95	99	100	526	490	480	5	15	20	32	48	48	5	11	12	58	26	20
Asian/Pacific Islander	NC	137	1673	NC	100	99	NC	533	531	NC	5	4	NC	31	29	NC	12	14	NC	52	53
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	476	466	NC	27	28	NC	41	49	NC	11	10	NC	21	13
White	70	3386	35880	100	98	100	528	529	515	3	5	7	27	26	32	15	14	16	55	55	45
Students with Disabilities	10	619	9786	100	100	100	456	460	457	40	40	39	40	39	40	20	7	7	0	14	13
Students without Disabilities	90	5190	66233	100	98	99	528	519	503	1	6	11	32	33	39	11	14	14	56	47	35
Limited English Proficient Students	NC	972	15206	NC	100	100	NC	477	459	NC	20	31	NC	53	53	NC	10	7	NC	17	9
Migrant Students	--	31	745				--	475	473	--	27	22	--	35	53	--	23	11	--	15	15
Economically Disadvantaged	45	2753	35714				532	493	480	2	15	20	27	44	47	10	12	12	61	29	20
Non-Economically Disadvantaged	55	3056	40266				518	531	513	4	5	9	37	25	33	13	14	15	46	56	43

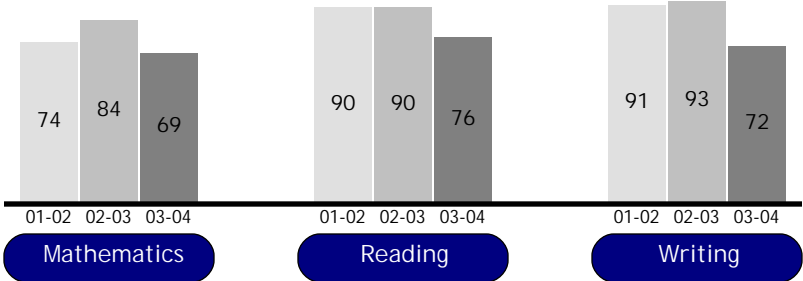
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	5803	76020	100	99	100	515	507	503	11	20	25	19	22	23	46	43	40	24	16	12
All Students (Prior Year)	91	5721	76202	99	98	100	506	510	505	17	11	19	16	21	24	57	53	46	10	14	11
Female	54	2820	37213	100	99	100	513	508	504	15	17	22	23	21	23	40	46	42	21	16	13
Male	46	2973	38666	100	99	100	517	505	501	5	22	29	13	22	22	54	41	38	28	16	12
African American	NC	224	3819	NC	98	100	NC	499	494	NC	28	37	NC	27	26	NC	36	31	NC	10	6
Hispanic	20	1784	29442	95	99	99	508	496	494	16	33	37	11	26	26	47	34	31	26	7	6
Asian/Pacific Islander	NC	137	1672	NC	100	99	NC	518	513	NC	9	12	NC	20	19	NC	50	49	NC	20	20
American Indian/Alaskan Native	NC	263	4735	NC	100	100	NC	491	489	NC	46	48	NC	25	25	NC	25	24	NC	4	3
White	70	3386	35890	100	98	100	517	513	511	8	12	15	17	19	20	50	48	48	25	21	18
Students with Disabilities	10	617	9784	100	100	100	502	487	485	0	57	58	67	18	19	33	19	19	0	6	4
Students without Disabilities	90	5186	66236	100	98	99	515	509	504	11	16	23	17	22	23	47	45	42	25	17	13
Limited English Proficient Students	NC	967	15198	NC	100	100	NC	490	483	NC	43	59	NC	28	25	NC	25	14	NC	4	1
Migrant Students	--	31	743				--	501	488	--	54	50	--	15	28	--	23	19	--	8	3
Economically Disadvantaged	45	2745	35703				511	497	494	10	31	37	22	26	26	37	36	31	32	8	6
Non-Economically Disadvantaged	55	3058	40274				518	514	509	12	11	17	16	18	20	54	49	47	18	21	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	5771	75673	100	98	100	543	530	530	9	15	12	24	25	25	63	56	58	4	5	4
All Students (Prior Year)	88	5622	74692	96	96	99	510	510	502	19	12	18	19	26	27	54	53	47	8	9	8
Female	54	2805	37099	100	98	100	539	549	548	12	10	8	25	22	22	60	62	64	4	6	6
Male	46	2956	38441	100	98	99	549	511	513	5	19	16	23	27	29	67	50	52	5	3	3
African American	NC	224	3791	NC	98	99	NC	509	506	NC	20	18	NC	24	29	NC	55	50	NC	1	3
Hispanic	20	1776	29305	95	99	99	526	495	507	5	21	16	32	33	31	63	44	51	0	2	2
Asian/Pacific Islander	NC	135	1665	NC	100	99	NC	561	573	NC	7	6	NC	16	16	NC	68	67	NC	9	10
American Indian/Alaskan Native	NC	261	4707	NC	99	100	NC	486	492	NC	23	19	NC	33	33	NC	43	46	NC	1	1
White	70	3366	35760	100	98	99	550	549	550	11	11	9	20	20	21	63	62	64	6	7	6
Students with Disabilities	10	605	9706	100	100	100	452	444	462	33	48	36	33	24	32	33	25	31	0	2	1
Students without Disabilities	90	5166	65967	100	98	99	547	537	536	8	12	10	24	25	25	64	59	60	5	5	5
Limited English Proficient Students	NC	961	15115	NC	100	100	NC	475	471	NC	28	26	NC	38	38	NC	34	35	NC	0	1
Migrant Students	--	31	738				--	478	488	--	28	23	--	32	33	--	40	43	--	0	1
Economically Disadvantaged	45	2731	35541				534	500	504	12	20	17	22	31	31	63	47	50	2	2	2
Non-Economically Disadvantaged	55	3040	40091				551	553	550	6	10	9	26	19	21	62	63	64	6	7	6

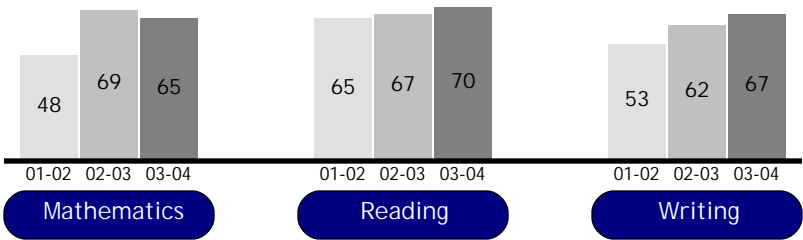
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	61	51	44	98	60	61	50	100	64	NA	58
	Language	100	50	42	39	100	48	49	43	100	57	53	50
	Mathematics	100	70	57	52	100	68	67	57	100	80	71	64
3	Reading	98	67	50	43	100	61	57	47	100	55	NA	55
	Language	98	70	53	50	100	71	61	54	100	61	63	61
	Mathematics	98	73	55	50	100	66	64	54	100	60	66	61
4	Reading	97	64	51	47	99	72	62	52	100	70	NA	56
	Language	96	61	47	45	100	67	54	48	100	62	55	52
	Mathematics	94	80	59	52	100	82	68	57	100	77	68	61
5	Reading	98	55	51	46	99	65	59	50	100	67	NA	55
	Language	99	46	45	43	95	58	53	46	100	66	55	49
	Mathematics	96	66	63	54	100	80	68	57	100	80	71	63
6	Reading	99	60	56	49	99	57	62	53	100	70	NA	56
	Language	98	50	47	42	96	53	53	45	100	69	55	48
	Mathematics	95	80	71	58	96	75	75	62	100	86	76	66

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Sousa Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Safety Issues
- Ü Parental Involvement
- Ü Student Discipline
- Ü Extracurricular Activities
- Ü Campus Guidelines
- Ü Innovative Programs

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	1.00	Teacher	38.00
Other Professional Staff	8.00	Teacher Aide	18.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	1	0	0
4 to 6 years	5	1	0	0
7 to 9 years	2	5	0	0
10 or more years	8	17	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	28
Core academic classes taught by Highly Qualified (NCLB) teachers.	75
Teachers with Emergency Certificaton.	0

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Physical /Occupational Therapy Lab
- Ü Desert Study Area

Extracurricular Activities

- Ü At-risk Student Tutoring
- Ü Afterschool Clubs
- Ü Boys/Girls Afterschool Sports
- Ü Homework Club

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Community Classes
- Ü Counseling Program

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü START Phonics is taught in grades 1-6. Students are taught to use sign language by the media specialist.
- ü Students integrate learning in the Desert Study area with consumer skills, time management and environmental studies. Study skills are emphasized in the classroom to encourage responsibility, self-motivation and self-discipline.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	95	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	5	2	2	2
Transfers In ⁷ (Out of District)	9	10	9	9
Promotion Rate ⁸	94	98	98	94
Retention Rate ⁹	5	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	48	56
Grades 3-4	84	88
Grades 4-5	60	71
Grades 5-6	64	83

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Students are given clear instructions regarding behavioral expectations which are enforced. Teachers and support staff work together to ensure that the Sousa campus is safe for all students. Supervision of student activities is a priority.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Cristi Denler	(480) 472-8900
Transportation Policy	Michael Yonker	(480) 472-0178
Community Resources		
School Nutrition Programs	Loretta Zullo	(480) 472-0909
Parent Organization	Leslie Allison	(480) 472-8900
Student Health/Nurse	LeAnn Ritola	(480) 472-8898

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.